

APPENDIX D: Information assesment form and Rubric

Information on Assessment form Master's thesis Educational Science and Technology (EST)

The EST master's theses are assessed on the basis of six elements. These elements (and the corresponding criteria) derive from the programme's learning objectives. The supervisors of the thesis are to give an assessment (score 1-100) per element with the help of a "rubric".

The general meaning of the scores is as follows:

Assessment score	Mark	Meaning
≤ 54	< 6	Insufficient; the thesis does not correspond to what can be expected
55-62	6	Sufficient; the thesis meets the expectations
63-67	6,5	
68-72	7	The thesis meets the expectations more than sufficiently
73-77	7,5	
78-82	8	Good thesis
83-87	8,5	
88-92	9	Very good thesis
93-97	9,5	
98-100	10	Excellent, exceptionally good thesis

Weighing factors apply to the elements. Points are to be assigned on the basis of these weighing factors.

The final mark is to be determined on the basis of the total number of points.

The assessment elements are presented below, accompanied by the weighing and the calculation method to be used for the conversion of the scores into points and subsequently into the mark without rounding and the final mark.

Score (0-100)	1 - 3 Content (50%)	$((1+2+3) / 3)$	$\times 5 = A$
	1 Problem statement and theoretical framework		
	2 Research method(s) and analysis		
	3 Conclusion, reflection, discussion		
Score (0-100)	4 Written report (20%)		$\times 2 = B$
Score (0-100)	5 Process and functioning of the student (20%)		$\times 2 = C$
Score (0-100)	6 Oral presentation and defence (10%)		$\times 1 = D +$
		 /100 = final mark
			without rounding
			=> round final mark

Which criteria are to be used and how should the scores for the different elements be determined?

The assessment score per element is to be determined by the supervisors on the basis of the corresponding criteria (to be found on the relevant assessment form) and the "rubric". Per element (1-6), the "rubric" (see pages 3-9) provides certain ranges of scores followed by a general description of the corresponding performances to be expected from a student writing, presenting and defending a master's thesis in Educational Science and Technology.

The rubric is therefore an important guideline for the assessment of the master's thesis.

Please note: *To be able to pass and graduate, the student needs to achieve a score of at least 55 for each of the individual assessment elements 1-6.*

How do I use the assessment forms?

To determine the points per element (1-6) and, subsequently, the mark obtained by the student, two forms need to be used.

1st form (Appendix C-1):

- The points per element 1-5 are to be jointly determined (by means of the rubric) by the first and second assessor and filled in on the 1st form titled *Assessment Master's thesis EST (1-5)*.
- The 1st form is to be digitally filled in (blue entry fields) and signed by both assessors prior to the final presentation (also called colloquium).
- The (first) supervisor is to provide the Educational Affairs Office (BOZ) with this form signed by both supervisors version. The signed form is to be handed in after the presentation.
- The (first) supervisor ensures that the student also receives a copy of the filled-in form, for example by mailing the filled-in form to the student prior to the presentation or by printing the filled-in form and handing it to the student the final presentation.

2nd form (Appendix C-2):

- The 2nd form titled *Presentation assessment (6) and Assessment overview master's thesis EST* form, is to be filled in and signed by the (first) supervisor immediately after the end of the presentation.
- On this 2nd form the assessment and the resulting number of points for the oral presentation and defence (6) are to be filled in and a summary/overview needs to be given of all the weighed points for criteria 1-6. This means that the supervisor needs to copy the weighed points for the elements 1-5 from the 1st form. The mark (without and with rounding) is then to be determined and filled in by the supervisor on the basis of all filled-in weighed points.
- The student, the supervisor, and the Educational Affairs Office (BOZ) all receive and archive this filled-in and signed form.

Archiving:

After the end of the presentation the first supervisor is to hand in the following documents at the Educational Affairs Office for archiving:

- the digitally filled-in 1st form *Assessment Master's thesis EST (1-5)* with signatures from both supervisors;
- the digitally filled-in 2nd form *Assessment Presentation (6) and Assessment overview master's thesis EST* signed by the supervisor.

The supervisor also personally archives the signed forms.

Aid: worksheet

Attached, after the rubric, you can find a worksheet for the assessment (elements) of the master's thesis.

This worksheet can serve as an aid for personal use during the assessment of the thesis. In the worksheet, the assessment elements are broken down further into the criteria and partial scores. Specifically going over and assessing all criteria can help coming to a well-balanced assessment. It can also aid in providing insight in the assessment during the consultation with the supervisor and be of help in the discussion about the assessment/points per element. Use of the worksheet is optional.

Rubric – Assessment Master’s thesis EST

NB: The description is an example. The numbers of points form a range. Within that range the most appropriate number of points can be assigned.

1. Problem statement and theoretical framework	
0-54	<p>The concepts and terminology, theories, models and working methods used are not (always) suitably selected, meaningful or consistently applied. Few connections are made. The literature review is too minimal and/or the sources are often non-scientific. The problem statement and research questions are unclear, badly formulated and/or not researchable. The problem statement has not been placed in the theoretical context. The social and/or scientific relevance of the research is not or hardly explained and the choices or suppositions made are not specified or insufficiently explained.</p> <p>In the case of an external (design) assignment: needs, wishes and demands of the client are not or insufficiently expressed in the problem statement and/or the description and justification are inadequate.</p>
55-64	<p>Concepts and terminology used are largely defined and appropriately used. Sometimes reference is made to theories, models and working methods of the discipline. A brief literature review has been performed although sufficient literature on the subject is available. The problem statement and research questions are sufficiently clear and researchable. The social and/or scientific relevance of the research is somewhat but not very clearly addressed and the choices or suppositions made are briefly explained. The relationship between the statement of the problem and the literature review is expressed in a limited manner.</p> <p>In the case of an external (design) assignment: needs, wishes and demands of the client are (somewhat) expressed in the statement of the problem and the description and justification are adequate.</p>
65-74	<p>The used concepts, terminology, theories, models and working methods of the discipline are appropriately used, often in interrelation or in combination with each other, which indicates insight in the material. The literature review offers a fitting framework for the problem statement, but is not very extensive. The problem statement and research questions are clearly indicated and researchable. The social and/or scientific relevance of the research is explained and the choices or suppositions made are explained.</p> <p>In the case of an external (design) assignment: needs, wishes and demands of the client have been translated into the statement of the problem with a good description and justification.</p>
75-84	<p>A multitude of concepts, terminology, theories, models and working methods of the discipline are appropriately used, often in interrelation with each other, but also critically, all of which shows that the student is well versed in the domain. The literature review is fairly extensive and thorough and the problem statement is carefully justified and embedded in the theoretical framework. The problem statement and research questions are clearly indicated and researchable. The social and/or scientific relevance of the research is explained in a comprehensible manner by making use of the literature. Choices or suppositions are explained in a clear manner.</p> <p>In the case of an external (design) assignment: needs, wishes and demands of the client have been properly translated into the problem statement, with a clear description and justification.</p>
85-100	<p>The way in which the student uses the multitude of concepts, terminology, theories, models and working methods of the discipline shows that he/she is extremely well versed in the discipline and the chosen area of specialization and that he/she can clearly see and make the interrelations and connections. The literature review is of high quality, if relevant literature with many and remarkable sources are used concerning the impact of the relevancy of the literature in specific magazines and articles. The problem statement is inventive and concretely formulated and it is firmly and thoroughly rooted in recent scientific research. The social and/or scientific relevance of the research is comprehensibly substantiated and all choices and suppositions made in that context are clearly demonstrated.</p> <p>In the case of an external (design) assignment: needs, wishes and demands have been translated extremely well into a fitting statement of the problem, with a very clear description and justification.</p>

2. Research method(s) and analysis

0-54	<p>The chosen research method(s) and instruments and/or design do not correspond well to the problem statement and the theoretical framework. The collection of data is too limited and/or there are doubts about the validity and reliability of the data, prompted by the unclear or incorrect way in which the student acquired and/or processed and displayed the data. The chosen analysis method is too simple and/or the analysis has not been correctly executed and has deficiencies.</p> <p>In the case of an external (design) assignment: the design approach has been improperly or unverifiable applied and has not lead to an adequate and high-quality design (intervention) either.</p>
55-64	<p>The student has selected one or more suitable research methods and suitable instruments and/or an appropriate design, but extra help was required and/or the argumentation is weak.</p> <p>The collection of data is limited in nature and could have been more extensive or of better quality. There is sufficient faith in the validity and reliability of the data and its processing, but the justification could have been better and/or there are still some deficiencies or uncertainties.</p> <p>The chosen analysis is sufficiently advanced and the results are comprehensible, but the relation to the problem statement not very relevant.</p> <p>In the case of an external (design) assignment: the design approach has been applied fairly rigidly or not always systematically, leading to a sufficient, but not high-quality result.</p>
65-74	<p>The chosen research method(s) and instruments and/or design correspond to the problem statement and the theoretical framework. There is faith in the validity and reliability of the data and its processing, partly based on an adequate justification. There are virtually no deficiencies or uncertainties. The more advanced analysis and its results are comprehensible and the relation to the problem statement is clear.</p> <p>In the case of an external (design) assignment: the design approach has been appropriately applied, thus contributing to an intervention or instrument of good quality.</p>
75-84	<p>The research method(s) and instruments and/or design chosen by the student, as well as the advanced analysis method have been established mostly independently and choices are clearly justified from the perspective of the problem statement and the theoretical framework. The acquisition of the data took place in an adequate fashion and has led to a high-quality collection of data. The way in which the data have been processed has been meticulously documented and justified. The advanced analysis has been skillfully performed and shows a clear insight into the material.</p> <p>In the case of an external (design) assignment: the design approach has been applied in a suitable and careful manner and has led to a design of good quality.</p>
85-100	<p>The research method(s) and instruments and/or design chosen by the student, as well as the advanced analysis method have been established highly independently and stand out because of their originality and/or complexity. The acquisition of data took place in a very adequate manner and/or under difficult circumstances, which the student handled very well. The result is a high-quality collection of data. The way in which the data have been processed is meticulously displayed and justified (on publication level). The advanced analysis has been performed very skillfully and shows remarkable insight in the material.</p> <p>In the case of an external (design) assignment: the design approach has been applied very well and has led to a high-quality, remarkable design.</p>

3. Conclusion, reflection, discussion

0-54	<p>It is not clear from the conclusion if and why the research question has now been answered. The student is unable to lift the conclusions to a higher level (abstraction, generalization) and fails to sufficiently clarify what the practical, social and/or scientific meaning of the performed research is. Connections with findings from the literature review are not or hardly made.</p> <p>The student's reflection on the performed research is very limited and/or the student is insufficiently critical with regard to the strong/weak points of the performed research and the implications of the weak points. In the case of an argument, the arguments used are insufficiently or not substantiated. The performed research contributes little to nothing to the development of new knowledge and ideas. Either because of the quality of the research or because the research does not add anything to what is already known. A proposal for follow-up research is lacking or the proposal does not logically follow from the research, is unachievable or has already been performed frequently.</p>
55-64	<p>It is sufficiently clear from the conclusion if and if so, to what extent the research question has now been answered. Arguments are given for support, but the entire argument is not very strong. The practical, social and/or scientific relevance of the research is addressed in the discussion and the student attempts to take it a step further than the specific situation as researched, but the abstraction or generalization is limited. The connections made with existing literature and recent research is limited. The student reflects on the research, but is not very critical and makes few statements about the implications of 'weak' points.</p> <p>The performed research contributes somewhat to the development of new knowledge and ideas. A proposal for a follow-up research has been made, but the substantiation for it is very brief.</p>
65-74	<p>It is clear from the conclusion if and if so, to what extent the research question has been answered. Appropriate arguments are used to support the conclusion. In the review, the student takes it a step further than the specific situation and manages to place his/her own research and the results into a somewhat broader context. The practical, social and/or scientific relevance of the research is addressed in the discussion and several connections are made with the performed literature review. The student reflects somewhat on the performed research, but not very thoroughly. However, the most important 'strong and weak points' of the research and the implications they cause are shown. The research contributes to the development of new knowledge and ideas and to the formation of theories, models and instruments. The student provides a well-substantiated proposal for a follow-up research.</p>
75-84	<p>The student argues in a comprehensible and convincing manner how the research has answered the initial research question. In the discussion, the research is placed in a broader social and societal perspective and connections are made with the findings from the performed literature review.</p> <p>The limitations, weak points and strong points of the current research are critically discussed and the implications are clearly expressed. When something is argued, the arguments used in support are well chosen and clearly expressed. In the review, the student shows that he/she is capable of abstraction and generalization. There is a clear case of development of new knowledge and ideas and a contribution to the formation of theories, models and instruments. The research offers a solid base for publication.</p> <p>Proposals for follow-up research are substantiated in an adequate and comprehensive manner on the basis of theoretical and practical considerations.</p>
85-100	<p>The student argues in a comprehensible and convincing manner how the research has answered the initial research question. In the discussion, the research is placed in a broader societal perspective and clear, sometimes even remarkable connections are made with the findings from the literature and recent scientific insights. In the review, the student shows to possess an intellectual level (regarding abstract thinking, generalization, making connections, critical thinking) that exceeds the average master-student's level. The limitations, weak and strong points of the research are discussed very critically and the implications are expressed in a clear manner. The work stands out because of its original and innovative nature or because the research forms an exceptionally good replica of an already existing research with relevant expansions. Therefore, the research clearly contributes to the development of new knowledge and ideas and to the formation of theories, models and instruments.</p> <p>The quality of the research report is such that it is suitable for (further development into) an article in a peer-reviewed academic journal or can be used as a contribution to a national or international conference. Proposals for a follow-up research are explained in a comprehensive and convincing manner on the basis of profound theoretical and practical considerations.</p>

4. Written report	
0-54	<p>An attempt has been made to properly structure the report, but the location of text is not always logical and the major and minor issues and subjective and empirical information have not been properly separated. The readability and the academic style are mediocre. Even after feedback and instructions, the thesis contains quite a few linguistic errors and the APA style has not always been applied consistently.</p> <p>In the case of an external (design) assignment: the justification of the design process, the results towards the client and other parties involved and a solution in the form of advice are present, but the quality of the information is low and/or the advice is not clearly evident (enough).</p>
55-64	<p>The structure and design are as they should be. Major and minor issues are not always distinguished properly, making the report somewhat more extensive than strictly necessary. It is fairly readable and an academic style of writing is used. There are a few small linguistic errors, but not many. The APA style has largely been applied correctly.</p> <p>In the case of an external (design) assignment: the justification of the design process, the results towards the client and other parties involved and a solution in the form of advice are present and fairly clear. The client is sufficiently satisfied with the end result.</p>
65-74	<p>The report is properly readable, partly because of a well-chosen structure and design and because of conciseness. An academic style of writing is used. Errors in language use are minimal and the design and finishing have been done according to the academic standard and style (APA).</p> <p>In the case of an external (design) assignment: the justification of the design process, the results towards the client and other parties involved and a solution in the form of advice are expressed appropriately. The client is satisfied with the end result.</p>
75-84	<p>The report is characterized by good readability, a concise, academic style of writing and a clear structure and design. The language use is correct and the design and finishing have been done according to the academic standard and style (APA).</p> <p>In the case of an external (design) assignment: the justification of the design process, the results towards the client and other parties involved and a solution in the form of advice are clearly expressed and substantiated. The client is very satisfied with the end result.</p>
85-100	<p>The report is characterized by a very good style of writing. Academic conventions with regard to style of writing, lay-out and finishing are followed meticulously. The report is at the level of an academically accepted research report and the information, transposed into an article, is publishable and suitable for a peer-reviewed academic journal.</p> <p>In the case of an external (design) assignment: the justification of the design process, the results towards the client and other parties involved and a solution in the form of advice are of very high quality. The client is extremely satisfied with and full of praise about the end result.</p>

5. Process and functioning of the student

0-54	<p>The working and learning attitude shown by the student is insufficient; the student needed quite a lot of guidance, substantive instructions and help in solving problems. The collaboration was still too defined by a teacher-student attitude. The student was of good will, but his/her personal initiative was very limited and the student had difficulty keeping him/herself motivated and continue working. Feedback did not always lead to (timely made) desired changes. The student needed to be encouraged multiple times to think about his/her own behaviour and work in a reflective manner.</p> <p>The student needed to be stimulated to us a project-based approach and to prepare schedules, and did not always act accordingly. The student did not (always) come timely forward with problems. The student did not always honour the agreements (adequately) and the communication with the supervisor and other parties involved, such as a client, did not go according to everyone's satisfaction.</p> <p>If ethical values played a role when acting within the framework of the assignment (professional ethics), it needed to be pointed out the student and/or the student was unable to act in an appropriate fashion without help.</p>
55-64	<p>The student had an only just adequate working and learning attitude. The student was the driving force during the project, but there was still a frequent need for guidance, substantive supervision and help in solving problems. After help was given, the student did always manage to continue the process in a good way. The collaboration generally went well. Sometimes the student clearly showed initiative and was generally committed to the project.</p> <p>Feedback was taken in and in general led to desired changes. The student did need to be encouraged regularly to think about his/her own behaviour and work in a reflective manner, but he/she made progress in time and accordingly came to better insights.</p> <p>The student made a schedule for and kept to it reasonably well. The student e came forward whenever a problem occurred that influenced the schedule and adjusted the schedule accordingly. Agreements were generally complied with properly. The communication with the client and other parties involved went adequately.</p> <p>If ethical values played a role when acting within the framework of the assignment (professional ethics), the student showed to know these values and acted upon them, though some help was still needed every now and then.</p>
65-74	<p>The student demonstrated a good working and learning attitude during the entire process. The student set the direction, showed dedication, showed initiative and regularly came up with solutions for problems him/herself.</p> <p>The student worked in a project-based approach and honoured the agreements made. Adjustments to the schedule were being justified. The collaboration and communication with all parties involved was adequate and came to pass in a practical and pleasant manner.</p> <p>The support required of the supervisor remained limited to what can usually be expected or somewhat less.</p> <p>If ethical values played a role when acting within the framework of the assignment (professional ethics), the student showed to know these values and acted upon them.</p>
75-84	<p>The student demonstrated a very good working and learning attitude during the entire process. The student needed little guidance and substantive supervision, he/she operated mostly independently. The student was critical of his/her own work, showed much dedication, showed initiative and often came up with good solutions for problems.</p> <p>The student worked in a project-based approach. The student always honoured the schedules and agreements. The collaboration with all of the involved was defined by its pleasant and practical nature.</p> <p>If ethical values played a role when acting within the framework of the assignment (professional ethics), the student showed to know these values and acted upon them.</p>
85-100	<p>The student demonstrated an exceptionally professional working and learning attitude during the entire process. Very little guidance or substantive supervision was necessary. The student was very focused on quality, was critical of his/her own work and behaviour, showed initiative and often came up with creative and good solutions for problems.</p> <p>The student worked in a project-based approach. The student honoured the schedules and agreements carefully. The collaboration with all of the involved was defined by its pleasant and practical nature and regularly featured substantive discussions of a high degree.</p> <p>If ethical values played a role when acting within the framework of the assignment (professional ethics), the student showed to know these values and how to act upon them.</p>

6. Oral Presentation and defence	
0-54	<p>The presentation was difficult to follow because there was a lack of clear structure, the information density was too high or low or too much detailed information was used, the information was not told in an interesting fashion, or the argumentation or justification needed was lacking or difficult to follow. The media resources used were not employed with competence.</p> <p>The student was having a lot of difficulty answering the more critical questions and did not always come to a satisfactory answer when the questions were of a more theoretical nature or broader in aspect than their own research.</p> <p>In the case of an external (design) assignment: results have not been orally passed on to the client. Or, if a presentation has been given, it was of unsatisfactory quality and did not contain any clear advice.</p>
55-64	<p>For the presentation, attention was paid to structure and information density and the presentation was easy to follow, but the major and minor issues could have been better distinguished. The argumentation and justification were not always that strong. The manner of presentation could have been more appealing.</p> <p>There were a few small imperfections with regard to the use of media, but these did not distract from the presentation.</p> <p>Most questions could be answered, even the more critical or theoretical ones, but the answers given were not always deemed sufficient.</p> <p>In the case of an external (design) assignment: the results were personally passed on to the client. If a presentation has been given, it was of sufficient quality and contained an advice.</p>
65-74	<p>For the presentation, attention was paid to the structure and the information density was appropriate, i.e. concise and with a proper distinction between the major and minor issues. The argumentation and justification during the presentation were sufficient. The manner of presentation was appealing and the presentation was audible and easy to follow. Media resources were employed well.</p> <p>All questions could be answered, even the critical questions about the research and the theoretically-oriented questions, but the defence was not equally strong on all points.</p> <p>In the case of an external (design) assignment: the results were personally passed on to the client. If a presentation has been given, it was of sufficient quality and contained an advice.</p>
75-84	<p>The presentation was of good quality where the structure of the content, the relevance, information density, conciseness, and the given arguments and justification were concerned. The manner of presentation was very appealing and the media resources were skillfully employed.</p> <p>The student was able to answer all critical and theoretical questions in a clear and substantively good manner.</p> <p>In the case of an external (design) assignment: the results were personally passed on to the client. If a presentation has been given, it was of good quality with clearly worded and convincing advice about which the client expressed his/her satisfaction.</p>
85-100	<p>The presentation was of exceptional quality where the structure of the content was concerned. The offered presentation excelled in conciseness as well as informative value. The ways in which arguments were given and the research was justified were very convincing. The manner of presentation was very appealing and looked highly professional.</p> <p>The student was able to answer all questions in a very clear and substantively strong manner. Due to the way the presentation was executed, the following questions and the discussion were of a very high standard and the student managed to handle both the questions and the discussion exceptionally well.</p> <p>In terms of standard the presentation would not have looked out of place at an academic conference or congress.</p> <p>In the case of an external (design) assignment: the results were personally passed on to the client. If a presentation has been given, it was of high quality with clearly worded and convincing advice about which the client was very jubilant.</p>

Worksheet – EST Master's thesis assessment

Filled in by: _____ Date: _____ Assessor: _____

Assessment on <u>content</u> . 1-3		Partial score	Score per element	Comments
1. Problem statement and theoretical framework				
1a	Various (core) concepts, theories, models and working methods of the discipline are appropriately chosen and used (in combination) and show a thorough understanding of the meaning and interrelationships as well as good knowledge of the domain and area of specialization.		_____	
1b	An extensive and in-depth literature review has been performed as a theoretical framework for the problem statement.			
1c	The problem statement and/or the research question are explicit, carefully developed and formulated (including preconditions, limitations, sub-questions etc.), and researchable (providing direction to the research strategy).			
1d	The problem statement is justified and embedded in a theoretical framework; the choices and suppositions made are clearly indicated and the scientific and social relevance of this research is clearly and adequately substantiated.			
1e	In the case of an external (design) assignment: needs, wishes and demands of the client are adequately translated into a specific statement of the problem, a characteristic which is expressed in the description and the justification.			
2. Research method(s) and analysis				
2a	A well-founded choice of research method(s) and instruments and/or design has been made, corresponding to the statement of the problem and partly based on the theoretical framework.		_____	
2b	The acquisition of the data has taken place in an adequate and transparent manner, making the data valid and reliable.			
2c	The choice for the method of processing and the processing of the data has taken place in a comprehensible and transparent manner; the results are valid and reliable.			
2d	The student has performed a correct, advanced analysis, which logically arose from the problem statement and results.			
2 ^e	In the case of an external (design) assignment: the design approach has been applied adequately, including the implementation and evaluation, and has resulted in a high-quality design of intervention(s) or instrument(s).			
3. Conclusion, reflection, discussion				
3a	In the conclusion, the initial problem statement, research question is answered.		_____	
3b	The students has managed to lift the conclusions to a higher level (abstraction, generalization) and an interpretation and consideration are given concerning the practical, social and/or scientific relevance of the research (related to the theoretical framework, recent research), while attention is paid to ethical aspects.			
3c	The student has critically assessed and discussed the research and the results (reflection, good argument and argumentation, recognition of strong/weak points, putting the research into perspective). The student has reflected on the implications of strong/weak points of the research and on possible solutions.			
3d	The thesis has contributed to the development of new knowledge and ideas and has the formation of theories, models and instruments (this could also be: valid replica with expansion of existing research).			
3e	The student has made a proposal for follow-up research based on practical and theoretical considerations.			
Total score Content (1 + 2 + 3) / 3:				

4. Written report		Partial score	Score of element	Comments
There is				
4a	A logical, consistent design and structure. A concise report of the total research.		—	
4b	Correct language use.			
4c	Good readability, an academic style of writing (concise, according to the conventions for publications in the discipline).			
4d	A correct presentation and lay-out of data in tables, figures etc. and correct references to literary sources, other information sources etc. (according to conventions, APA style).			
4e	In the case of an external (design) assignment: audience-oriented justification of the design process and results towards the client and other parties involved; solution in the form of advice tailored to the client.			
Total score Written report:				

5. Process and functioning of the student		Partial score	Score of element	Comments
There is				
5a	A high level of independence; limited need for help and supervision.		—	
5b	Dedication and initiative.			
5c	An ability to reflect and deal with feedback (learning capacity).			
5d	An ability to deal with setbacks or a decrease in motivation; being able to find solutions for problems			
5e	A project-based, methodical and goal-oriented method of working.			
5f	Completion within the scheduled time.			
5g	Good contact, coordination and communication and a pleasant and fruitful collaboration with the parties involved, such as the internal supervisor(s) and, if applicable, the external client and other external involved parties.			
5h	If ethical values played a role when acting within the framework of the assignment (professional ethics), the student has shown to know these values and to adequately apply them.			
Total score Process and functioning:				

Criterion 6. Oral presentation and defence		Partial score	Score of element	Comments
6a	Good argument, good argumentation and justification.		—	
6b	The presentation is concise, relevant and informative. Good distinction between major and minor issues.			
6c	The presentation is appealing, has an appropriate and clear structure, and is understandable and comprehensibly structured.			
6d	Adequate use of media resources			
6e	Adequate answers to critical questions about the research and to theoretically-oriented questions about the subject of the research.			
6f	In the case of an external (design) assignment: a presentation about the design process and the results, tailored to the client and other parties involved; the solution is given in the form of clear and convincing advice.			
Total score Oral presentation and defence:				

General remarks